

# DOINGWHATWORKS



## Slideshow

FULL DETAILS AND TRANSCRIPT

### Kindergarten Writing Journal

Warfield Elementary School, Florida • April 2007

**Topic:** Teaching Literacy in English to K-5 English Learners

**Practice:** Screen and Monitor Progress

#### Highlights

- Shows the writing progression of a student who begins the year with no English proficiency
- Her writing develops from pictures accompanied by random letters, to pictures with words comprised of beginning, medial, and ending sounds
- Eventually she uses spaces between her words and some conventional spellings

#### About the Site

**Warfield Elementary School (K-4)**

**Indiantown, FL**

#### Demographics

75% Hispanic, 5% White, 17% Black

96% Free or reduced-price lunch

67% Limited English proficient

Warfield Elementary School uses an inclusive, English immersion approach for their English learners, the majority of whom are of Guatemalan descent and speak either Spanish or one of several Guatemalan Indian dialects, which lack a written language. Distinctive features of the school include:

- A continuous improvement model for instruction; data disaggregation and analysis, facilitated by a reading coach and writing/math coach, drive all instruction
- Instructional calendars for all content areas and grade levels that show standards being taught, instructional activities, and assessments to monitor student progress
- A schoolwide reading program based on an external model, along with a core textbook program
- Data available to teachers on fast turnaround, either in profiles produced by the reading coach or through reports from district and state databases
- Whole-group instruction based on the instructional calendars, combined with flexible small-group instruction based on students' needs
- Interventions provided within the classroom, including several that are technology-based
- Instructional strategies that are research-based; for example, a vocabulary program that is based on Isabel Beck's research
- All teachers with an ESOL endorsement on their teaching certificates
- Paraprofessionals who speak the children's native languages to ease the transition into school and support teachers in working with students

## Full Transcript

Nine monthly entries show the progress of a kindergarten student who entered school with no English proficiency.

### Slide #1: First Journal Entry

Here is the student's first journal entry. The description was written for her based on her oral description.

"I was playing with my dog."

Audio:

This is a copy of her journal, and this is where we started on day one, but as you can see she has many colors she's using, and some youngsters don't do that. You can tell that she has pictures (and again) at this point. She dictated to someone. So it was, "I was playing with my dog," and in the illustration she puts herself and her dog, and she included sun, clouds, grass, and house.

Slide #2: October

Now she is writing her own description. She is using a lot of random letters at this point.

"I was apple the tree."

Audio:

In October, she now has an apple tree and although we discussed that apple trees do not grow in our area, they are very happy writing about apple trees, so that must be something they either do at home or they've seen in books. So it was, "I was apple the tree." This is her first sentence that she gives to us orally. And she has some connection; she has an *i*, a *w* for was, an *a* for apple, a *t* for tree. But within those letters she has *t*, *b*, *d*, *j*, *g*, *e*. So there's a lot of random lettering going on where they know that letters represent the spoken word, and that's what that represents to them, which is exactly what you want.

Slide #3: November

Her understanding of phonics is developing. For example, "tos" (toys) shows awareness of the beginning, medial, and ending sounds.

"I was playing toys by myself."

Audio:

The month of November. Again, we have a picture of her and it says, "I was playing toys by myself." And now she has a lot going on. She has "wc" for was, and many children think the *c* has the sound of *s*. Playing has "pla," which is big for the month of November. Toys is "tos," which tells you she has a beginning, medial, and final. By is "bi," and myself is *m* and then "asf." So, that is very, very higher level as far as her writing goes. And sometimes I do see that during the year with youngsters, but it doesn't necessarily always follow through consistently. But I would say that's very early. So although she appeared to not be taking in a lot day one, I think she was assimilating a lot of information.

Slide #4: December

More words with beginning, medial, and ending sounds are starting to appear in this month's entry.

"I was walking with my brother."

Audio:

In December I have "I was walking with my brother." And again we have beginning, medial, and final letters. Walking is "wgn," brother is "brd." They do the *d* for the *th* sound.

Slide #5: January

Her understanding of the English phonics system continues to develop.

“My mom is washing my clothes.”

Audio:

January is “My mom is washing my clothes.” And again we have lots of letters. Clothes is “cxlos.”

Slide #6: February

Compare how she spells brother here “brdr” with December spelling “brd.”

“Yesterday, I played with my brother.”

Audio:

February is “Yesterday I played with my brother,” and yesterday is “ysd.” My is still “mi.” Brother now is “brdr,” so that’s becoming more extensive.

Slide #7: March #1

Some spaces between words start to appear for the first time in this entry.

“Today I getting a ice cream at the cafeteria.”

Audio:

March is “Today I getting a ice cream at the cafeteria,” and ice is “is,” cream is “cren,” and many times that reflects how we speak, and, frankly, that is what she says.

Slide #8: March #2

Now some words are starting to show conventional spelling.

“Yesterday, I eating a chips.”

Audio:

March is “Yesterday, I eating a chips.” Yesterday is now spelled completely correctly independently. Eating is “ietn,” and many times children do not say the *ing* ending any more than we do, so they will say “eatin.” And chips is “sh” instead of the c. And the illustrations demonstrate all the matching.

Slide #9: Final Entry of the Year

She has made good progress in her English language and literacy skills during her kindergarten year.

“Today, I see a bunny and he has a red eyes because he can see in the dark.”

Audio:

Today was the last entry. This is the last journal entry for the school year, and it says, “Today, I see a bunny and he has a red eyes because he can see in the dark.” And many of it is, frankly, the words the dictionary spelled correctly. She said “has” verbally, but she wrote “havs.” Eyes, the eyes in your body, was “iss.”

Because was “becs.” Can was “cen.” And in was “on,” but all the rest was spelled. Dark was “o” instead of “a.” But she has a picture in there; she is reaching out to the bunny. And although she said red eyes she ended up putting pink eyes in. But it really is an excellent illustration and certainly a nice story, and she’s expanding now on descriptive words, which we work on all year. But this is when it’s kind of been a culmination of all of it. So, it looks as though she will be a very successful first grade student, knowing where she began and all the special considerations that she has. She’s done very nicely in her first year in school.